DOCUMENT RESUME

ED 265 530 CS 008 355

TITLE	Implementing the Recommendations of "Becoming a Nation of Readers": A Guide for Practitioners.
INSTITUTION	Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	86
CONTRACT	400-86-0005
NOTE	9p.; For the document, "Becoming a Nation of Readers: The Report of the Commission," see ED 253 865; For the document "Educational Programs That Work," see SP 027 254.
AVAILABLE FROM	Publications Department, The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main St., Andover, MA 01810 ($2.50 ea, includes postage and handling, prepaid, $2.00 ea, over 20, discounts on larger quantities).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Classroom Environment; Curriculum Development; Educational Assessment; Elementary Education; Family Influence; Higher Education; Instructional Improvement; Literacy Education; Professional Development; Reading Habits; *Reading Instruction; Reading Materials; *Reading Programs; Student Evaluation; Teacher Education
IDENTIFIERS	Becoming a Nation of Readers; *National Diffusion Network Programs

ABSTRACT

Continuing the work synthesized in the Commission on Reading report "Becoming a Nation of Readers," this guide charts 31 programs (described in "Educational Programs That Work") validated by the National Diffusion Network that meet the commission's 17 major recommendations. The guide will enable educators to see which of the validated programs they can use to improve their reading programs in any of the recommended areas, which include working with parents to foster reading at home, instructional materials and approaches, classroom environment, reading and writing assessment, and teacher education and professional development. (HTH)

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IMPLEMENTING THE RECOMMENDATIONS OF

Becoming a Nation of Readers:

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THE REGIONAL LABORATORY FOR EDUCATIONAL IMPROVEMENT OF THE NORTHEAST & ISLANDS

SPONSORED BY THE U.S. OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

Becoming a Nation of Readers, the report of the National Commission on Reading, has synthesized the extensive research base on reading. This authoritative document brings the best available knowledge about reading one step closer to ready use in schools and classrooms. The Regional Laboratory for Educational Improvement of the Northeast and Islands, one of nine regional educational laboratories devoted to helping educators use research results, continues the important work of the National Commission by offering this *Guide*.

The chart to the right displays 31 available alternatives that can meet each of the Commission's 17 major recommendations. Based on a thorough analysis of nationally validated programs, this chart enables educators to rapidly see which of these classroom-tested programs they can use to improve their reading programs in any of the recommended areas. And they can take strong steps immediately, without expensive development.

Each of the programs represented has been validated as effective by the U.S. Department of Education and has proven that it can meet the needs of others in similar locations. Additional information about the programs and further assistance are available from any of the nine regional educational laboratories or the 53 State Facilitators of the National Diffusion Network, sponsor of the validated programs. The NDN designates a State Facilitator in each state to help schools find and adopt exemplary NDN programs that best meet their needs. Contact information for the regional labs and State Facilitators as well as ordering information for relevant publications is included in this *Guide*.

The correspondence between recommendations and programs, as shown on this *Guide*, is based upon information provided by each of the NDN Programs represented.

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VALIDATED PROGRAMS OF THE NATIONAL DIFFUSION NETWORK

Becoming a Nation of Readers RECOMMENDATIONS

	Recommendation	Adult Performance Level Project (APL)	AIRS: Andover's Individualized Reading System	Alphaphonics: Beginning Reading Program	BASIC—California Demonstration Program in Reading	Books and Beyond	COPE: Cognitively Oriented Pre-Primary Experience	Cranston's Comprehensive Reading Program K-12	A Cross-Age Structured Tutoring Program for Reading	Early Prevention of School Failure	Effective Use of Time in Secondary Reading Classes	Exemplary Center for Reading Instruction (ECRI)	Family Oriented Structured Preschool Activity (Seton Hall Program)	Flint Follow Through Direct Instruction Resource Center	Futureprint	Games Children Play—Atlanta Follow Through/Interdependent Learning Model	HOSTS Reading: Help One Student To Succeed	Individualized Language Arts Diagnosis, Prescription, and Evaluation (ILA)	IRIT Intensive Reading Instructional Teams	KENOSHA Model: Academic Improvement Through Language Experience	KIDS KITS (Kids Interest Discovery Studies Kits)	Learning to Read Through the Arts Program	Parent Readiness Education Project (PREP)	Pegasus Pace: Continuous Progress Reading Program	Project R.I. Readiness, Relevancy, and Reinforcement	Project Read Write	Reading and Content Area Resource Center (ReCoRe)	Reading/English Rotation Project	Resident Supervisory Support for
1	Parents should read to preschool children and informally teach them about reading and writing.		●	●			●	●		●			●				●	●		●			●							
2	Parents should support school-aged children's continued growth as readers.			●		●	●	●		●		●	●				●		●	●		●	●							
3	Preschool and kindergarten reading readiness programs should focus on reading, writing, and oral language.			●			●	●		●		●	●	●		●	●	●		●		●		●		●				
4	Teachers should maintain classrooms that are both stimulating and disciplined.		●	●	●		●		●	●		●	●		●	●	●	●	●	●	●	●				●	●	●		●
5	Teachers of beginning reading should present well-designed phonics instruction.		●	●			●	●	●	●		●		●		●	●		●			●		●						
6	Reading primers should be interesting, comprehensible, and give children opportunities to apply phonics.		●	●				●	●		●	●				●	●		●											
7	Teachers should devote more time to comprehension instruction.	●	●		●		●	●	●			●		●	●	●	●	●	●	●	●	●		●	●	●	●	●		
8	Children should spend less time completing workbooks and skill sheets.		●				●	●	●	●	●	●		●	●	●		●	●	●	●	●					●		●		
9	Children should spend more time in independent reading.		●			●		●				●			●	●	●		●	●	●	●						●	●		
10	Children should spend more time writing.		●	●						●		●			●		●	●	●	●		●					●		●		
11	Textbooks should contain adequate explanations of important concepts.		●					●	●		●			●																	
12	Schools should cultivate an ethos that supports reading.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●
13	Schools should maintain well-stocked and managed libraries.		●			●						●						●	●		●	●							●		
14	Schools should introduce more comprehensive assessments of reading and writing.		●									●			●			●		●		●		●					●		
15	Schools should attract and hold more able teachers.														●							●							●	●	
16	Teacher education programs should be lengthened and improved in quality.											●							●	●									●	○	
17	Schools should provide for the continuing professional development of teachers.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Becoming a Nation of Readers
RECOMMENDATIONS

		Reading Supervisory Support for Teachers	Student Team Learning	TALK Teaching Activities for Language Knowledge	VRP Reading Power in the Content Areas (Vocational Reading Power)
1	Parents should read to preschool children and informally teach them about reading and writing.				
2	Parents should support school-aged children's continued growth as readers.				
3	Preschool and kindergarten reading readiness programs should focus on reading, writing, and oral language.			●	
4	Teachers should maintain classrooms that are both stimulating and disciplined.		●		●
5	Teachers of beginning reading should present well-designed phonics instruction.				
6	Reading primers should be interesting, comprehensible, and give children opportunities to apply phonics.				
7	Teachers should devote more time to comprehension instruction.			●	●
8	Children should spend less time completing workbooks and skill sheets.			●	
9	Children should spend more time in independent reading.				
10	Children should spend more time writing.			●	
11	Textbooks should contain adequate explanations of important concepts.				●
12	Schools should cultivate an ethos that supports reading.		●	●	●
13	Schools should maintain well-stocked and managed libraries.				
14	Schools should introduce more comprehensive assessments of reading and writing.				●
15	Schools should attract and hold more able teachers.	●			
16	Teacher education programs should be lengthened and improved in quality.	●			
17	Schools should provide for the continuing professional development of teachers.	●	●	●	●

The work upon which this publication is based was performed pursuant to Contract No. 400-86-0005 of the NIE of the U.S. Department of Education. It does not, however, necessarily reflect the views of the agency, the Department, or any other agency of the U.S. Government.

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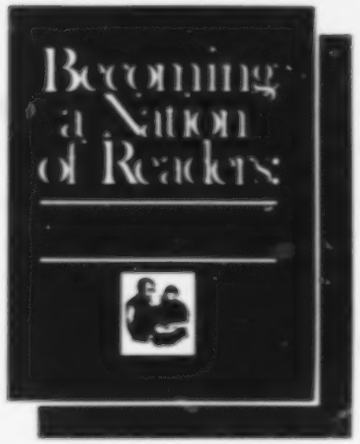

Becoming a Nation of Readers: The Report of the Commission on Reading is available from the University of Illinois. Mail requests to:

Becoming a Nation of Readers
P.O. Box 2774, Station A
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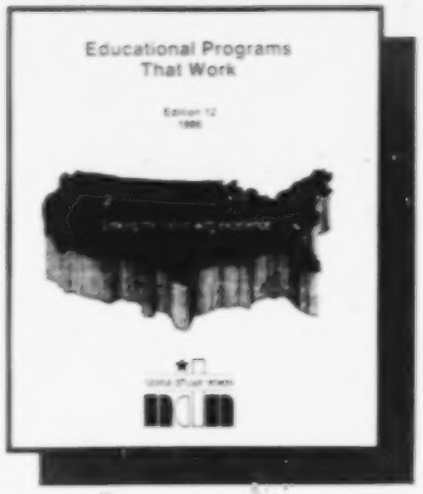

All NDN programs are described more fully in the NDN catalogue *Educational Programs That Work* available from your regional lab or from:

Sopris West Incorporated
1120 Delaware Avenue
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Price is $7.95 per copy plus $2.00 shipping.

Contact information for NDN State Facilitators is also found in the catalogue. Or contact your State Education Agency to locate the Facilitator that serves your area.

LINKING R&D TO PRACTICE

Implementing the Recommendations of Becoming a Nation of Readers: A Guide for Practitioners is the first in the Linking R&D to Practice series of The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, Massachusetts 01810.

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Easy-to-use Guide to Implement the Recommendations of Becoming a Nation of Readers

Becoming a Nation of Readers synthesizes the extensive research base on reading. Prepared by the Commission on Reading of the National Academy of Education and sponsored by the National Institute of Education, this authoritative document brings the best available knowledge one step closer to ready use by practitioners.

Continuing this important progress and enacting its mission as a link between the results of research and the realities of practice, The Regional Laboratory for Educational Improvement of the Northeast and Islands has prepared an easy-to-use tool for improvement-oriented practitioners. Implementing the Recommendations of Becoming a Nation of Readers: A Guide for Practitioners offers a framework for action designed to help educators focus their efforts and enact proven reading programs.

Based on a thorough analysis of nationally validated programs, the Guide for Practitioners displays available alternatives that can meet each of the Commission's 17 major recommendations. Educators who select one or more of the major recommendations as the focus for improving their reading programs can rapidly see which of 31 classroom-tested programs could help them take strong steps immediately without expensive development. Further information about the programs and further assistance is available from any of the nine regional education laboratories or the 53 State Facilitators of the National Diffusion Network, sponsor of the validated programs. Contact information for the regional labs as well as ordering information for relevant publications is included in The Guide.

To order The Guide, complete the information below and send to:

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